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ABSTRACT

A project to improve the leadership competency of personnel responsible for program development and implementation in ABE is presented. The intent of the program planners was to help the ABE administrator discover new patterns of need, to search for new teaching formats and content, and to reassess the relationships which exist in the world of work. The curriculum of the Institute was designed to utilize fully a variety of instructional methods and techniques in order to provide a sound sequence of learning experiences which would equip the participants to plan, organize and conduct ABE programs, to acquire understandings and insights into problems faced by participants in ABE programs, to plan and conduct teacher training institutes, and to evaluate ABE programs. Basic theories of administration, program development, and evaluation were presented and discussed by authorities in these fields. Participants examined and explored the presentations through practicicums, small groups, and large group discussions. The Institute was evaluated in terms of participants' attitudes and participants' response toward it. Conclusions include: (1) At least one week of the program should be held in a secluded residential setting; (2) Future concern in ABE; (3) Exploration should begin as soon as feasible into the possibility of the utilization of Regional Educational TV; and (4) State Directors of ABE should continue to share actively both in the planning and the conduct of summer institutes. (Author/CK)

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1968 Adult Basic Ed for Administrators

Reg.VIII

ED 061469

A Report

by

Department of Adult Education and Instructional Services
College of Education
University of Wyoming
Laramie, Wyoming

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A Report on the 1968

Adult Basic Education Institute

For Administrators in Region VIII

by

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and Instructional Services

College of Education

University of Wyoming

Laramie, Wyoming 82070

March, 1969

PREFACE

From the inception of the planning for the 1968 ABE Institute to its conclusion, which was supported by funds from the USOE, a sincere effort was made to provide administrators with selected basic skills in planning and conducting ABE programs as well as in providing a climate wherein growth might occur in the areas of leadership in teacher training, curriculum development and appraisal. Institute evaluations tend to support the belief that this project met the administrative needs of the clientele. During the conduct of the Institute full utilization was made of Adult Basic Education leaders from thoughout the United States. This procedure not only helped to promote leadership in the field of ABE but it has also brought credit to Region VIII, the State Departments of Education and to the University of Wyoming for having been selected as one of the few institutions of higher education in the United States conducting administrative institutes for ABE personnel.

The University and the State Departments were given complete freedom by USOE in planning and conducting this Institute which has enabled the planners to more precisely attempt to meet the needs of those participants residing in Region VIII.

The staff of the College of Education is dedicated to the improvement and professional growth of teachers and administrators. No longer can we rely upon past education or past experiences to do the job. We accept the challenge posed by ABE to provide the educational leadership which will enable the educationally deprived adult to develop a meaningful concept of himself and his new social role.

Ivan Willey
Dean, College of Education

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Introduction

ABE administrators are realizing that if they really wish to bring about changes in the curriculum, they must do so by bringing about changes in teachers. In Adult Basic Education, as in any other endeavor, a quality program is the result of quality people. People become quality people through growth; staff development activities provide the stimulus for growth. Therefore, encouraging teacher growth is a common ingredient in any proposal for innovation. Any program, which focuses on new curriculum content; realignment, reassignment or expansion of staff; and use of modern technology and organizational patterns, must include provisions for teacher education or re-education. Educators have long stated that whether or not an innovative practice is successful will depend largely upon the degree to which those who must implement the innovation are involved in making the related decisions.

Exciting innovations in ABE are taking place in the area of staff development programs. These include such practices as: (1) intensive short term workshops, (2) use of continuing consultative services in specific areas, (3) use of visiting consultants, and (4) joint planning for in-service activities. All of these activities are now being attempted in Region VIII.

It can certainly be argued that there has never been a time more appropriate for the invention of new programs, new techniques, new devices, and new facilities for Adult Basic Education than at the present. Whatever one may think of the federal programs, the entry of business into education, or the programs sponsored by private enterprise, the fact remains that these and similar ventures are creating a ferment, a sensitivity, and a readiness for change never known at an earlier time

in our history. In fact, the need for innovation and creation of new patterns in the administration of Adult Basic Education is so great that there is some question as to whether the existing establishments can and will move rapidly enough to accommodate the needs now being generated.

The regional directors, state administrative personnel and local ABE directors in Region VIII who are charged with designing and implementing ABE programs have a responsibility which they can no longer abdicate. To be called leaders in the field they must not only be analysts but also persons who can anticipate trends in adult education. As programmers they must be aware of what's happening in society and what should happen and should make every effort to bring these forces together in a communication pattern. As leaders they must be aware of, and alert to, new patterns of need for instruction, both credit and non-credit, and in collaboration with their colleagues find new teaching formats and content which meet these needs. They must be aware of, and able to cooperate with, other agencies of education in their communities as well as the larger area (region) of which they are a part, so that they might encourage and mobilize these agencies and groups to share in the adventure ot meeting the needs of adults in our society.

Greater knowledge and understanding must be developed between the ABE administrators and our government, industry, labor and every responsible member of this society. As leaders they must be trained in the assessment and the implementation of innovations which can be beneficial to society and encourage, in a favorable direction, social change.

The question immediately arises as to who has the responsibility to encourage the development of these kinds of insights, skills, and understandings regarding effective leadership in the area of ABE administration.

The answer, of course, is that these learnings likely must come from many sources but certainly the university has a special responsibility to bring its resources to bear on this problem of leadership. It is at this point and for these reasons that the University of Wyoming accepted the challenge of involvement in the project to improve leadership and administrative skills in ABE.

Objectives

It was the purpose of this project to improve the leadership competency of personnel responsible for program development and implementation in Adult Basic Education. The intent of the program planners was to help the ABE administrator discover new patterns of need, to search for new teaching formats and content, and to reassess the relationships which exist in the world of work and preparation for such, which certainly is one primary goal of education.

More specifically, the curriculum of the Institute was designed to utilize fully a variety of instructional methods, devices, and techniques in order to provide a sound sequence of learning experiences which would in turn help equip the participants more effectively to: (1) plan, organize, and conduct ABE programs, (2) acquire understandings and insights into problems faced by participants in ABE programs, (3) plan and conduct teacher training institutes, and (4) evaluate ABE programs. To the greatest extent possible the participants were encouraged to pursue study in the areas recommended by the state directors.

It was not the intention of those responsible for planning the two week program to provide a terminal experience for the participants but rather to provide a stimulating introduction to the pressing problems confronting ABE administrators, with the hope that all might be suffi-

ciently encouraged to further study and reflect upon possible solutions to these problems. Throughout the program was found a continued emphasis upon individual participation and a challenge to contribute.

Conduct of the Institute

Basic theories of administration, program development, and evaluation were presented and discussed by authorities in these fields. Participants examined and explored the presentations through practicums, small groups, and large group discussions.

Prior to the arrival of participants each was sent a general description of the two week Institute requesting the participant to describe in written form an innovative technique, device or concept that had been utilized in his program or that he contemplated using so that it might be reproduced and used for discussion and information at the Institute. Each participant was also requested to list the problems encountered during the year which were most troublesome and the methods be pursued to overcome them.

Another pre-institute endeavor which proved profitable was the preparation of a manual of administrative and human relations concepts for distribution to all participants at the time of registration. These served as references and guides to group discussion during the Institute. The project director utilized the help and services of each state director in Region VIII in planning and conducting the Institute. This was accomplished in part through a pre-institute meeting of state directors and staff personnel.

A daily schedule of 9:00 AM to 11:45 AM and 1:30 PM to 4:30 PM was followed with practicums and special programs scheduled each evening with a mountain steak fry culminating the activities. For the two week period the program format may be examined in the Appendix.

In line with the objectives for the Institute a serious attempt was made to elicit from the participants new or innovative ideas relative to administrative practice in Adult Basic Education. Considerable discussion and investigation led to several proposals, one of which was a suggestion for a national computer center in which all published ABE materials would be readily available along with compatible statistics to allow the researcher easy access to the status of the field. It was proposed that this center might also function as a central receiving office for those adults wishing to dial for instruction or information relative to any given subject area.

Another innovation with which the participants from Montana had begun experimentation was one involving ABE student interviews with Rotary Club members. The purpose of the interviews was to increase communication skills by having students interview for job placement.

Another suggestion made was that a group of experts should be made available to ABE students with learning disabilities. These experts would be housed in a study center where they would be able to indentify with the psychological and physiological problems of the students. Problems and their solutions could be written down in the form of a prescription and passed on to others so that the student might get more help.

Due to the fact that certain aspects of an ABE program seem unimaginative, five basic inventions were suggested: An automated baby-sitter for married students; an automatic push button motivator for ABE students; smart pills for administrators; money tree for the ABE budget; an ABE library; and a formula for developing inter-personal relationships.

Other new ideas for ABE improvement involved the use of war-surplus trailers as traveling offices that could be used to reach the migrant

worker and his family. It would move as they move. Materials used in the trailer would be microfilms from the university and state departments and World of Work filmstrips through the employment office. A time schedule would be set up for those people on shift work.

Related to the innovative investigations was a determined effort by the participants to establish guidelines for the recruitment and employment of ABE teachers. Although these guidelines and recommendations may not be new they were determined by consensus and may prove helpful to others. They can be reviewed in the Appendix.

Midway in the Institute the participants were challenged to pose the questions they had raised prior to the Institute, in an effort to determine whether any likely solutions or suggestions had emerged. These were then again considered in small groups and pertinent recommendations were later made to the entire group. The questions receiving the most consideration were:

> How can a community-wide survey best be used to encourage industrial managers and businessmen to participate in developing and implementing an Adult Education program?
>
> What are the most effective ways in which citizens' committees may be used in developing and implementing an Adult Education program?
>
> What are the most profitable ways of utilizing the community power structure in developing and implementing an Adult Education program?
>
> How can the local newspaper editor and radio station manager be encouraged to become actively involved in the development and implementation of the local Adult Education program?
>
> How can a local Adult Education director get the active cooperation and support of other local agencies in developing and implementing an Adult Education program?
>
> What are the best procedures to follow in securing the assistance and cooperation of participants in local Adult Education programs in designing a program which truly meets local needs?
>
> What are the most successful ways of securing information and evaluations from participants in our Adult Education program?

What are the responsibilities of the local Adult Education director in following up participants who drop out or complete a program in Adult Education?

One of the very important areas of concern to the administrators was that of research relative to ABE. Douglas Sjogren presented some basic concepts pertinent to the interests of those in attendance and in the discussion which followed these problems emerged:

The functionally illiterate person is very difficult to identify.

Reading proficiency of low educational level adults tends to be below the grade level actually achieved.

One of the major restrictions and difficulties encountered in adult testing is the lack of test norms.

There is a great lack of significant materials for ABE students.

There is little evidence that various instructional systems in ABE are differentially effective.

There is no evidence that the level of teacher education is related to learner progress.

A crucial problem in "how to reach the illiterate."

Any adult can make progress toward functional literacy if he is given adequate time, if he is interested, and the proper procedures are followed.

Other important aspects of the Institute will be discussed in the section of this report dealing with evaluation but it should be said here that the University administration placed at the disposal of the Institute participants a wide range of facilities including meeting rooms, learning laboratories, dormitory housing, instructional equipment, library facilities and a variety of teaching aids. The participants expressed appreciation for all of these efforts except for those facilities related to registration. Most put up with registration without complaining but it was at best a disagreeable procedure complicated by a mass of tradition and short sightedness.

Evaluation

An attempt was made to evaluate the Institute in terms of three variables: (1) the general attitude of the participants toward the two week long experience, (2) response of the participants toward the general format of the program as it progressed, and (3) an evaluation of change of behavior. The first two attempts were made locally while participants were on the campus of the University of Wyoming and the last was attempted six months after the participants had returned home.

These procedures were designed to furnish information to the planners, thus, enabling those responsible for the organization of future Institutes to do a more professional job.

For the benefit of the participants, findings and recommendations concerning administrative concepts and human relations were provided to each.

A response was sought at the end of the first week from those enrolled relative to their opinions about the Institute. The purpose of this evaluation was to provide the planners with sufficient feedback about needs of the participants so that any program redesigning deemed necessary could be intelligently accomplished. A copy of the 38 open-ended questions is included in the Appendix.

On the question of the use of ABE experts on the program, 40 percent said that more such people should be included, 25 percent said more enrollee participation should be encouraged and 35 percent said there should be a balance maintained.

In attempting to discover the areas of primary concern to the administrators it was not surprising to find that the problem of teacher recruitment and training was ranked first, finance second and interpersonal relations third.

Most of the administrators (64 percent) thought that an informal or "free-wheeling" atmosphere existed in the Institute and that it was desirable. Six percent indicated that it was a formal atmosphere that prevailed and the balance said it was informal to some extent. One third of the respondents explained that they preferred strict time limits on each segment of the program. Ten percent of the participants were anxious to get answers from the experts, one third wanted the participants to arrive at their own answers to pressing problems and the rest felt that some combination was preferable.

The matters of academic credit and grades for the Institute were explored and the results were interesting. The group was almost evenly divided on the desirability of credit and non credit with 12 percent having no opinion. Those desiring credit felt that a grade should be awarded on the basis of attendance and participation rather than upon a final exam or paper; ten percent favored a blanket grade for all although they didn't indicate what it should be.

The group also recommended the utilization of a variety of methods and techniques in conducting the Institute with strong preference indicated for small group work. Seventy percent favored the extensive use of participants as panelists and speakers.

In response to the general format of the Institute 70 percent indicated that two weeks was about the right time length; the majority favored the month of June, the hours of 9:00 AM to 4:30 PM with optional evening attendance and no planned weekend activities. On the surface it appeared that most were seeking a combination of study and recreation. An overwhelming majority were pleased with the living accommodations, the subsistence payments, reimbursement for travel and the way the Institute was conducted.

To determine the general attitude of the participants toward the Institute the Kropp-Verner Attitude Scale was administered at the conclusion of the program. The results of this scale may be seen in the Appendix and it may be said here that in comparison with other conferences and institutes conducted by the Department of Adult Education during the past three years this one received a very favorable rating. By considering the median score of 4.01 it may be said that the typical participant felt the Institute helped him personally and solved some problems.

The assessment completed six months after the participants returned home was not as promising as one might hope. Seventy percent of the summer Institute enrollees returned questionnaires designed to discover what effect the Institute might have had upon their administrative behavior. It should be pointed out that many difficulties are involved in attempting to claim behavioral change resulting from an educational experience, particularly when sole reliance is placed upon response to a questionnaire. At any rate, the questions were phrased in a manner designed to elicit expressions from the respondents that would make it possible to determine before and after behavior. One of the disappointing results was the fact that only 70 percent responded. It may be fair to say then, that 30 percent didn't consider the evaluation attempt very significant or that they held little regard for ABE. Interestingly enough, of those who responded, one fourth had no administrative responsibilities presently for ABE programs.

Those who did respond and who were administering ABE programs listed 25 things which they were currently doing differently than prior to June, 1968. Such things as revision of testing programs, utilization of advisory committees, use of a greater variety of teaching materials, determining

student needs, employment of teacher aides, inauguration of in service training programs, development of the community school concept, pre-enrollment counseling and inter-agency cooperative efforts were most frequently mentioned as new practices.

Each respondent was then asked what it was that encouraged him to try the new approach he mentioned. Here the interpretation of responses became difficult but the evidence submitted indicated that the respondents were answering with frankness and sincerity because several said that it was something other than the Institute which compelled them to change behavior. However, the majority traced their adoption of new practices to the summer Institute by saying that it was because of the opportunities of sharing ideas, access to new ABE materials, advice from consultants and a different philosophy of ABE resulting from the Institute experience which changed their administrative behavior.

In approaching the factor of behavior change in another way the question was asked, "how long have you been aware of the great problems faced by ABE students?" Responses to this question did not throw much light upon the issue because the majority indicated that they had been aware of these problems for periods ranging from two to 20 years. However, five of the respondents indicated that their first real awareness came at the time of the Institute. This in itself may justify all of the time, money and effort expended in behalf of the Institute. It should be pointed out that six of the respondents did not feel that ABE students had any problems that were different from those of other adults participating in educational programs.

One of the summer Institute areas of emphasis was in service programs for teachers, so it seemed appropriate to ask what administrators were

doing in this regard since leaving the campus. One third of the respondents had conducted teacher training programs of one day or longer and the rest had not. Of the two thirds who had not one half were planning to do so before June, 1969. This response seemed to indicate a vital concern for helping teachers to better perform.

Taking still another approach to changes in behavior the question was bluntly asked, "what help or ideas for a teacher training program did you receive from the 1968 administrators' summer Institute?" More than 20 responses were received and included such things as help received in relating to people, organizational aid, new ideas about how to use teacher aides, help in the area of techniques and devices, change in philosophy toward teaching adults, and the advantages of small group participation.

One half of the respondents indicated that they had conducted some kind of a systematic evaluation of their ABE programs since June, 1968, and of the half who had not, 50 percent were planning to do so before June, 1969. The responses to the question of what help participants received from the summer Institute relative to evaluation, were very favorable. Generally, those things mentioned most frequently were the presentation and discussions on evaluation, the samples of materials relating to the subject, the consultative help secured about testing, the evaluative materials used with the participants and the chance to discuss evaluation procedures with other Institute participants.

All of the respondents except four indicated that if they had it to do over again they would attend another such Institute as that conducted at Wyoming during the summer of 1968. The question was apparently poorly phrased in that the four responding negatively listed as reasons for not attending another such institute the fact that they had already attended one.

A pre and post test was also administered on the first and last days of the Institute.

The statements used in this test and included in the Appendix were those which required a response ranging from strongly agree to strongly disagree on a five point scale. The transition rates for the change from pre test to post test were calculated by use of the Chi-Square formula:

$$X^2 - \frac{(fe - fo)^2}{fe}$$

From a comparison of the results of the pre and post test it was found that a significant overall change occurred in the attitudes of the participants. On the 34 items in the scale which were directed at the characteristics of ABE students a significant change at the .05 level was detected on 23 of the 34 items.

On the 34 items in the scale directed mainly at general ABE administration there occurred a significant change at the .05 level of significance on 26 of the items.

On the items dealing primarily with attitudes toward ABE students the Institute participants made significant changes in a positive or favorable direction on numbers 7, 8, 9, 10, 18, 21, 22, 23, 24, 25, 26, 27, 29, 31, 32, 33, 36, 37, 39, 40, 43, 48, and 49.

On the items dealing primarily with administrative attitudes the participants made significant favorable changes on the following items: 1, 4, 5, 13, 41, 44, 45, 46, 47, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 65, 66, 67, and 68.

The evidence derived from the pre and post test indicated that there was a significant attitude change on about 70 percent of the items contained in the scale. The change may have resulted from the experiences gained at the Institute.

Conclusions and Recommendations

Results from the several attempts to evaluate the administrators' Institute of 1968 indicate that some success has been achieved in terms of the stated objectives. At the same time it cannot be assumed that this program is the last word in providing the necessary base for an ongoing institute designed to change administrative behavior.

Continuing experimentation, planning and program redesign must be conducted if the Institute is to adequately serve its purpose. In light of the findings resulting from the three aforementioned evaluative attempts and from the informal feedback derived from participants of the Institute several recommendations appear to be supportable.

1. In order to promote greater interaction among participants and to draw more heavily upon the various backgrounds and experiences of those attending, an attempt should be made in the 1969 Institute to hold at least one week of the program in a secluded residential setting in the Rocky Mountains of Wyoming.

2. Future Institutes should be more strongly oriented around central themes of concern in ABE, such as the psychology of adult learning, the sociology of the disadvantaged, appropriate research, etc. By limiting the programs to a few areas of prime concern a more intensified effort could be directed at pressing problems in ABE.

3. Exploration should begin as soon as feasible into the possibility of the utilization of Regional Educational TV, VERB and audio tutorial devices in assisting administrators in devising co-operative teacher in service preparation programs.

4. State Directors of Adult Basic Education should continue to share actively both in the planning of summer institutes and in the conduct of the program.

In summary, it must be said that we in Region VIII are indeed fortunate in having a Regional Program Officer in adult education who is a real professional and always helpful, a University Specialist in ABE who always goes the extra mile to assist others in adult education and five State Directors of Adult Basic Education who, although not always agreeing,

have given full and enthusiastic support to the administrators' Institute. Without people such as these and countless others who have shared in planning and conducting the program, Adult Basic Education would have made little progress in this Region.

APPENDIX

First Week

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	AM	AM	AM	AM
Welcome Response Design Introductions Completion of registration	Problems proposed by participants Likely solutions Small group response	Adult learning principles Teaching and learning Group process	Teacher recruitment In service programs	Curriculum development Methods, techniques, devices
PM	PM	PM	PM	PM
Overview and purposes Group response Administrative concepts	State and federal funds General adult Group response Proposal writing Programmed learning	Interpersonal relations Demonstration Practicum	Budgeting Guidelines Practicum	Material selection Reporting Research Week's evaluation

Second Week

AM	AM	AM	AM	AM
Practicum Interviews	Change and its implications for ABE Agencies of adult education	Administrative relationships Program development	Guidance and counseling Job referral Rewards and punishment	Testing Evaluation
PM	PM	PM	PM	PM
Practicum Recruitment	Public relations Intra-agency cooperation Resource center	Scheduling Legislation Utilization of advisory committee	A concept of family New directions in curriculum development Resource center	Testing Evaluation Steak fry Farewell

Recommendations Relative to the Recruitment and Employment of ABE Teachers Made By Participants at the 1968 ABE Institute For Administrators Laramie, Wyoming

Certain guidelines must be set up for the selection of teachers in the ABE program. A teacher of adults must be of a different type than other teachers. Physical condition is vital. The teacher must be able to communicate empathetically as well as verbally. He must create a sense of responsibility in the students so that they may solve their own problems. He must present the problems in such a way that this sense is developed. He must be able to change roles from teacher to peer. He must be flexible enough to adjust to the needs of the students and be able to discuss these problems even if he must stop the class ritual. He must provide leadership without casting value judgments on the students' responses. We must believe that students' physiological and psychological make-up is no different than his own. In teaching adults he must be challenged by this task. He must have an ability superior to the task and subject areas related to teaching adults.

In selecting an ABE teacher, an informal interview is more important than an official one with the routine questions. During an interview such as this, many aspects of the individual are important: his appearance; his attitude towards human beings; his availability. He should be someone who is a bit of a rebel, one who is not restricted by tradition. He should realize that teaching is an art, and must be improved.

The criteria utilized in selecting ABE teachers must relate to: (1) committment to the ABE program, to its urgency and goals; (2) the ability to establish rapport and to identify student needs.

The ABE teacher must be an exceptional teacher. He respects the individual dignity of the person regardless of his background and he learns to understand individual differences. As a person he is sensitive to the student; dresses like him; plans his work so that the student can frequently succeed; and he teaches at the level of the student. As a part of the community, he is a community leader, knows the resources of the community and though he is innovative, he gets along with the administration. He organizes his work in small units. He likes people and doesn't avoid them. He has a sense of humor, is optimistic, creative, enthusiastic, versatile, and above all, he does not rate these people as stupid due to a lack of basic skills. The selection committee should have basic criterion such as: the teachers should be under 80; should be matched with groups; and perhaps chosen from different ethnic groups.

EVALUATION OF ABE WORKSHOP FOR ADMINISTRATORS

Please indicate your response to the following items; and express your ideas for improvement.

Facilities:

Did you consider any of the following to be inadequate?

Building and room for class meetings. _____

Drinks and other items which were intended to add to your comfort. _____

Other physical plant. _____

Suggestions for improvement.

Materials:

Did you feel that you have received enough printed materials concerning ABE? _____

Did the guest lecturers or staff members accompany their lectures with adequate printed matter? _____

Suggestions concerning material which you would have liked to receive.

Presentation of Audio-Visual Material:

Did you feel that the selection of Audio-Visual material for the workshop was well chosen? _____

Did you feel that the use of the AV material added significantly to the presentations?

Suggestions for improvement.

Methods of Instruction:

What methods of instruction did you feel benefited you as a participant the most?

Whose presentation seemed to be most beneficial to you, and why?

Were you unhappy or bored with certain methods of instruction? Please indicate the type of instruction rather than the person presenting it.

What methods do you feel should have been used?

General Reaction to the Workshop:

The workshop has been very beneficial to me. _____

The workshop has been of some value to me. _____

At the present time I feel that the workshop has been inadequate as far as meeting my needs is concerned. _____

The one thing which has perplexed me most about the workshop has been--

Teacher Education and Selection:

What is your responsibility as an educator of teachers for your ABE programs?

Has the workshop benefited you concerning teacher education and recruitment?

What ways would you hope to increase your understanding of the problem?

Curriculum:

Has your knowledge of available material been increased by the workshop presentations?

What additional types of materials would you like to learn more about?

Financing, Budgets and Proposals:

In any of the above areas do you feel a need for additional information?

What specific items under this category do you need additional help with?

Understandings of Federal and State Responsibilities and Programs Concerning ABE:

Do you feel that the workshop has acquainted you sufficiently with your state and federal programs concerning ABE?

What additional information concerning ABE on the federal and state levels would you like to receive?

The Role of ABE Administrators Concerning Coordination, Administration and Innovation:

Has the workshop increased your understanding of your role concerning coordination, administration and innovation?

What additional desires for instruction do you have in any of these areas?

Students of ABE Programs:

Do you feel that the workshop has contributed to your understanding of the students of the ABE programs?

What additional information would you like to have, and how do you suggest obtaining this material?

Group Processes:

How well has the workshop increased your understanding of group processes?

What additional concerns about group processes do you have as an ABE administrator?

THE UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION
LARAMIE, WYOMING 82070

January 14, 1969

To: Participants in 1968 ABE Administrators' Institute

From: Glenn Jensen, Program Coordinator

Subject: Semi-Annual Assessment of Institute

Effective administration of Adult Basic Education programs requires the utilization of certain administrative skills. It was the intent of the planners of the 1968 Administrators' Institute to provide the opportunity for the acquisition of some of these skills. How well this was accomplished can only be determined by observing whether you are practicing any of these skills and whether you now perform differently certain administrative practices related to ABE programming.

In that it is difficult to observe first hand all of the participants, we have taken the next best approach, which is to ask you frankly what you are doing differently.

The following two pages contain questions which attempt to get at this evaluation. Your conscientious answers to these questions will be of great help in assisting the Planning Committee for 1969 and in determining also just how successful the 1968 Institute may have been.

I hope you are having a profitable year and that you will long continue your interest and concern in ABE.

GJ/ba

SEMI-ANNUAL ASSESSMENT

The specific objectives of the 1968 ABE Administrators' Institute held at the University of Wyoming June 17 - 28, 1968, were to help the participant to more effectively:

1) Plan, organize and conduct ABE programs

2) Develop understandings and insights into problems faced by ABE students

3) Plan and conduct teacher training institutes

4) Evaluate ABE programs for which you are responsible

1. Are you presently responsible for organizing and/or conducting an ABE program? Yes _____ No _____

2. Can you list one or more things you now do differently in organizing and/or conducting an ABE program which you did not do prior to June, 1968?

3. Where or how or what encouraged you to try a different approach as you listed above?

4. Do your students in ABE classes have any problems which are different from students in general Adult Education classes? Yes _____ No _____ Can you list one or more?

5. How long have you been aware of the great problems faced by ABE students?

6. Have you conducted a teacher training program of one day or longer since June, 1968? Yes _____ No _____
If not, are you planning one prior to June, 1969? Yes _____ No _____
What help or ideas for a teacher training institute did you receive from the 1968 Administrators' Summer Institute?

7. Have you conducted any kind of a systematic evaluation of your ABE program since June, 1968? Yes _____ No _____
If not, are you planning to do so prior to June, 1969? Yes _____ No _____
What help or ideas for evaluation did you receive from the 1968 Administrators' Summer Institute?

8. If you had it to do over again would you attend another such Institute as that conducted at Wyoming during the Summer of 1968? Yes _____ No _____

RESULTS OF THE ABE WORKSHOP FOR
ADMINISTRATORS ATTITUDE SCALE

Statement	Point Value	N	%
1. It was one of the most rewarding experiences I have ever had.	1.13	9	19
2. Exactly what I wanted.	1.58	8	17
3. I hope we can have another one in the near future.	2.25	20	49
4. It provided the kind of experience that I can apply to my other situations	2.77	34	71
5. It helped me personally.	3.40	37	80
6. It solved some problems for me.	4.02	37	80
7. I think it served its purpose.	4.44	32	70
8. It had some merits.	4.96	17	35
9. It was fair.	5.30	9	19
10. It was neither very good nor very poor.	6.02	5	10
11. I was mildly disappointed.	6.78	6	13
12. It was not exactly what I needed.	6.97	4	9
13. It was too general.	7.19	10	21
14. I am not taking any new ideas away.	7.45	1	2
15. It didn't hold my interest.	8.19	3	6
16. It was much too superficial.	8.62	3	6
17. I leave dissatisfied.	9.29	1	2
18. It was very poorly planned.	9.69	-	-
19. I didn't learn a thing.	10.26	-	-
20. It was a complete waste of time.	10.89	-	-

FREQUENCY DISTRIBUTION OF GROUPED INDIVIDUAL MEANS
ABE Institure, University of Wyoming
June 17 - 28, 1968

ATTITUDE SCALE

ATTITUDE SCALE

DIRECTIONS: On the following pages are statements concerning Adult Basic Education programs and the students and teachers in such programs. Please respond to each statement by placing a ✓ on the scale at the point which best fits your attitude concerning the statement.

1. The Adult Basic Education program in a community should be primarily the responsibility of the local K-12 school system.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

2. Adult Basic Education students have particular needs that make it necessary for a teacher to have special training for working with the ABE student.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

3. When working with adult students it is important that the student be allowed to actively participate in classroom proceedings, rather than assuming a passive role.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

4. We as individuals tend to like only those persons whom we view as being like ourselves.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

5. The community can be made aware of needs, and encouraged to participate in Adult Basic Education programs by utilizing community advisory committees.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

6. Teachers of ABE programs should not be employed unless they have been exposed to a pre-service training program in Adult Basic Education.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

7. Fear of failure on the part of new ABE students is one of the major causes of their dropping out of programs.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

8. Many ABE students are those who left school early because of poor health.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

9. Adult Basic Education students should seldom be openly criticized for their mistakes.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

10. Adult Basic Education students generally have short attention spans.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

11. The sex of the teacher is an important factor in the effectiveness of teaching ABE students.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

12. The material presented by the instructor should be highly structured and presented in an authoritative manner.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

13. Potential students of ABE programs should be motivated to enroll in ABE programs by such methods as withholding welfare payments if they refuse.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

14. Most ABE students are dishonest or careless with school property.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

15. Adult Basic Education students generally blame their failures on others rather than criticizing themselves.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

16. Most ABE students should not be expected to do well in programs involving self study. They need almost constant direction.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

17. The age of the teacher needs to be considered when hiring the ABE instructor.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

18. Most illiterates are in poor physical condition and in poor health.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

19. Most ABE students fail to see the value of learning to read and write.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

20. Many ABE students do poorly because they never really learned "how to learn" instead of low intelligence.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

21. One of the main causes of unemployment among ABE students is the lack of dependability, which is often a characteristic of this group.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

22. Adult Basic Education students generally lack a good foundation of basic academic skills needed to be good readers.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

23. Almost all ABE students are apathetic and lack learning readiness.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

24. Adult Basic Education students generally have few work experiences and know little of the world of work.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

25. Adult Basic Education students seem to have negative attitudes toward any type of authority.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

26. Many ABE students are migrants, immigrants or members of minority groups.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

27. Adult Basic Education students, some who are academically very limited, can raise the level of their achievement.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

28. The ABE student needs a positive attitude toward his abilities from his teachers in order for him to improve his abilities.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

29. Most adults who enter Adult Basic Education feel that their learning abilities have been impaired.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

30. The ABE student must see that he is making progress or he will succumb to doubt and frustration.

Strongly Agree	Agree	Undecided	I agree	Strongly Disagree

31. Most adult students are intelligent, dignified and highly motivated and learn rapidly.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

32. Many ABE students are stable in their employment.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

33. Most ABE students are relatively free from serious personality problems.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

34. The ABE student's physical condition is generally good.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

35. The ABE student generally fears authority.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

36. The ABE student is generally distrustful.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

37. The ABE student frequently resents the higher status of the teacher.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

38. Adult students have much more limited learning capacities than high school students.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

39. Persons over 65 years of age can profit little from ABE programs.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

40. Prison inmates are often good students in ABE programs.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

41. Adult Basic Education courses are most effective when they are held in grade or high school buildings.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

42. Adult Education programs are not designed to help foreign born immigrants.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

43. Many parents who are illiterate enroll in ABE classes to "catch up" to their children.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

44. Nearly one-eighth of all persons in the United States over 25 years of age have completed less than eight grades of school.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

45. The Negro makes up a large portion of those persons who need to participate in ABE classes.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

46. Illiteracy among the foreign-born is revealed mostly among those persons from least educationally disadvantaged foreign countries.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

47. Illiteracy among native-born whites and Negroes is found in the most educationally backward states.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

48. The adult students must be kept conscious of their progress since they make enormous sacrifices to attend classes.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

49. The ABE student has few friends and finds it difficult to adjust to social situations.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

50. The ABE student needs to be given praise for his work even though it is poorly done.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

51. The Federal Manpower Development and Training Acts of 1962 and 1963 provided funds and support of Adult Basic Education.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

52. Private foundations have contributed little to the area of Adult Basic Education.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

53. The administrators of ABE programs should bear much of the responsibility for training the ABE teacher.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

54. Adult Basic Education may qualify for federal funds under the provisions of such acts as, the Adult Education Act of 1966 and Public Law 89-750.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

55. Adult Basic Education programs should be coordinated with other agency efforts supported under the federal acts, and state programs seeking to eliminate causes of poverty.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

56. The state ABE director should advise and consult with local school administrators and directors of adult education in evaluating and improving the local adult education programs.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

57. The state ABE director should promote and assist with in-service training of adult education teachers and supervisors through conferences and/or workshops in local school districts.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

58. An advisory committee for ABE should include an ABE teacher, a counselor, and a student.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

59. When selecting students for ABE programs first priority should be given to those persons having the greatest need for education below the fifth grade level.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

60. Administrators should be concerned with keeping operational costs of ABE programs at a minimum yet maintain high quality of instruction.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

61. The degree of poverty of adults to be served by the ABE program needs to be considered by administrators of such programs.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

62. Adult Basic Education programs should always be operated in conjunction with work experience or work-training courses.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

63. The administrator needs to define the scope of adults to be served and the geographical area to be covered before undertaking the ABE program.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

64. The ABE program should never require as a condition for participation in the program the payment of fees, or other charges, or the purchase of books or other material.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

65. All ABE programs should be accompanied by guidance and counseling sufficient to enable participants to continue their education, to develop their vocational aptitudes, or otherwise to meet their adult responsibilities.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

66. Teacher training projects should stimulate the development of local programs of ABE in certain areas in which adult education programs have not existed before.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

67. The development of techniques of motivation, stimulation of interest, pre-enrollment counseling and other aspects of recruitment of adults should be a vital part of teacher training.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

68. Successful completion of GED tests should be the principal goal of all ABE programs.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

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